PENGARUH MODEL *CONTEXTUAL TEACHING AND LEARNING* TERHADAP PEMAHAMAN KONSEP IPA SISWA SMP

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ABSTRAK

Tujuan penelitian ini adalah menganalisis perbedaan pemahaman konsep IPA antara siswa yang dibelajarkan menggunakan model *Contextual Teaching and Learning* dan siswa yang dibelajarkan menggunakan model *Direct Instruction*. Jenis penelitian ini adalah penelitian eksperimen semu dengan rancangan *Pretest Posttest nonequivalent control Group Design*. Populasi dalam penelitian ini adalah seluruh kelas VII SMPN 3 Sukasada yang berjumlah 152 siswa yang tersebar ke dalam 5 kelas. sampel dipilih dengan menggunakan teknik *cluster random sampling* sebanyak dua kelas yaitu, siswa kelas VIIA sebagai kelas eksperimen yang dibelajarkan menggunakan model *Contextual Teaching and Learning* dan siswa kelas VIIB sebagai kelas kontrol yang dibelajarkan menggunakan model *Direct Intruction*. Data penelitian adalah pemahaman konsep IPA siswa yang dikumpulkan menggunakan tes pemahaman konsep IPA dalam bentuk pilihan ganda diperluas sebanyak 25 butir. Data pemahaman konsep IPA siswa dikumpulkan dengan teknik analisis statistik deskriptif dan statistik inferensial. Statistik deskriptif digunakan untuk mendeskripsikan perolehan *gain score* ternormalisasi hasil belajar IPA siswa, sedangkan statistik inferensial digunakan untuk menguji hipotesis penelitian menggunakan *independent sample t test* dengan taraf signifikan 0,05. Hasil menunjukkan bahwa data berdistribusi normal dan homogen, sehingga teknik pengujian hipotesis menggunakan uji *independent sample t test* dengan signifikansi 0,05. Kesimpulan hasil penelitian yaitu, terdapat perbedaan signifikan antara siswa yang dibelajarkan menggunakan model *Contextual Teaching and Learning* dan siswa yang dibelajarkan menggunakan model *Direct Instruction* terhadap pemahaman konsep IPA siswa SMP. Perolehan *gain score* ternormalisasi pada siswa yang dibelajarkan menggunakan model *Contextual Teaching and Learning* sebesar 0,58 dan siswa yang dibelajarkan menggunakan model *Direct Instruction* sebesar 0,34.

Kata kunci: *Contextual Teaching and Learning*, *Direct Instuction,* Pemahaman Konsep

THE INFLUENCE OF *CONTEXTUAL TEACHING AND LEARNING* TOWARDS STUDENT'S NATURAL SCIENCE LEARNING IN JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this research is to analyze the difference of the students understanding of science concept between who are learned by used of Contextual Teaching and Learning model and students who are learned by used of Direct Instruction model. This type of research is a quasi-experimental study with Pretest Posttest design of nonequivalent control Group Design. The population in this study was the entire class VII SMPN 3 Sukasada which amounted to 152 students spread into 5 classes. Samples were chosen using two-class random sampling cluster techniques, VIIA-class students as experimental classes that were taught using the Contextual Teaching and Learning model and VIIB-class students as a control class Using the Direct Intruction model. The research Data is the understanding of the students 'science concept collected using the comprehension test of science concept in the form of double choice expanded by 25 grains. Understanding Data of the students science concept is gathered with descriptive statistical analysis techniques and inferential statistics. Descriptive statistics are used to describe the acquisition of the normalized score gain of students ' science study, whereas inferential statistics are used to test the research hypothesis using the Independent sample t test with a significant level is 0.05. Results showed that the data was normal and homogeneous distribution, so the hypothesis testing technique used Independent sample t test test with significance of 0.05. Conclusion of the results of the study, there are significant differences between students who learned by used the model Contextual Teaching and Learning and students who learned by used Direct Instruction model of Understanding the science concept of junior high school students. The score gains are normalized to students who are taught using the Contextual Teaching and Learning model of 0.58 and students who are taught using the Direct Instruction model of 0.34.

Keyword: Contextual Teaching and Learning, Direct Instruction, students understanding science concept